

2017 OPI Assessment & Data Conference

Keep on, keeping on!

Tammy Lacey
Superintendent
Great Falls Public Schools

First, a little about me...

CONFESSION #1: I have always liked taking tests.

CONFESSION #2: I am a data geek.

CONFESSION #3: I believe in accountability.

CONFESSION #4: I am optimistic and hopeful all the time!

Our past experiences help to define who we become and how we think.

I grew up on a farm and ranch, and my husband and I currently run a farm and ranch.

- The entire enterprise is focused on HOPE!
- And DATA:
 - Weight of our calves
 - Number of bushels per acre of our barley
 - Inputs (fertilizer, feed, etc.) vs. Outputs
 - Weather



As a student, I went to a one-room country school where I learned to use the **RED PEN**.

- Plum Creek School, Danvers, MT
 - K-6 School
 - Attended K-2nd Grades
 - Mrs. Estes
 - “My Students”



As a student, I was immersed in Precision Teaching in grades 3-6 at Sacajawea Elementary School.

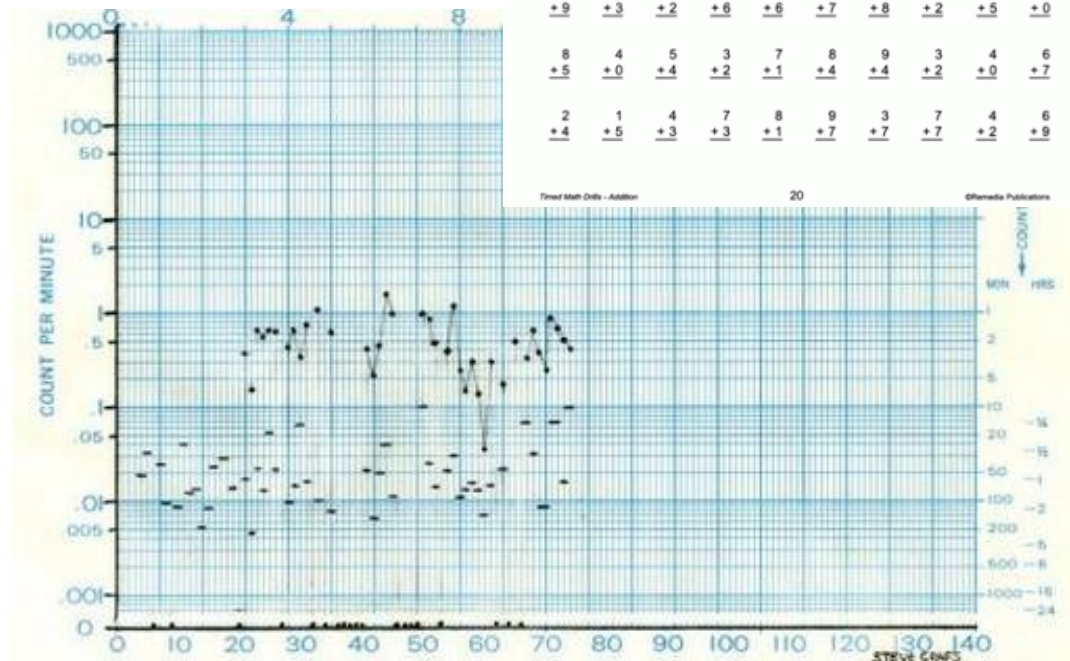
- “Precision Teaching has changed over the years but its core scientific doctrine remains:
 - pinpoint real, measurable behavior;
 - count and record behavior with standard units of measurement – frequency;
 - display, analyze, and communicate data on one of the most powerful time-series graphics available – the Standard Celebration Chart;
 - apply systematic change procedures based on individual-centered data
 - and continue trying to help learners if they do not meet their goal.”

Name _____ Time _____

Addition • All The Facts Number Correct _____/100

4 +1	2 +7	3 +9	7 +9	4 +6	1 +4	5 +5	5 +0	6 +4	3 +1
6 +2	7 +0	9 +1	2 +0	4 +4	6 +7	8 +6	8 +7	9 +8	6 +0
9 +9	2 +8	4 +9	5 +0	7 +4	5 +7	9 +2	2 +9	5 +3	9 +5
5 +3	6 +4	7 +7	9 +8	3 +5	7 +8	9 +4	7 +7	5 +3	8 +5
1 +3	3 +3	5 +1	6 +0	7 +2	5 +6	8 +7	5 +3	6 +6	9 +4
6 +9	8 +3	1 +7	3 +6	8 +8	7 +5	8 +9	8 +2	5 +8	4 +9
1 +6	7 +6	8 +0	1 +2	2 +9	8 +2	9 +3	1 +2	1 +8	2 +1
5 +9	6 +3	4 +2	6 +6	9 +6	4 +7	1 +8	7 +2	8 +5	8 +0
8 +5	4 +0	5 +4	3 +2	7 +1	8 +4	9 +4	3 +2	4 +0	6 +7
2 +4	1 +5	4 +3	7 +3	8 +1	9 +7	3 +7	7 +7	4 +2	6 +9

Timed Math Drills - Addition 20 Offroad Publications



I took the Iowa Tests of Basic Skills as a student!
 I gave the Iowa Tests of Basic Skills as a teacher!

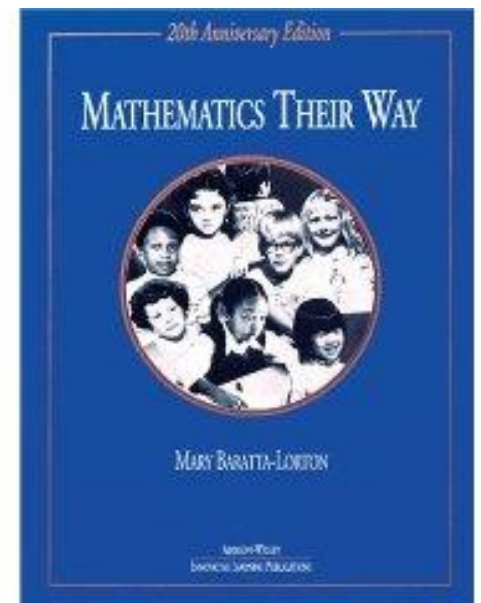
- Took the ITBS as a student in elementary school and junior high every year. ❤️
- Gave the ITBS tests as a 1st and 3rd grade teacher.
 - Prepared
 - Cheered
 - Celebrated



Tests	Scores				NPR	Low 1	PERCENTILE RANK			High 99
	N	SS	GE	NS			25	50	75	
Vocabulary	27	163.9	2.6	6	66					
Reading Comprehension	27	171.3	3.0	7	81					
Reading Total	27	167.6	2.8	6	75					
Word Analysis	27	161.5	2.5	5	59					
Listening	27	170.0	2.9	7	82					
Spelling	27	161.5	2.4	6	67					
Language	27	162.4	2.4	6	65					
Math Concepts	27	170.9	3.0	7	84					
Math Problems	27	169.0	2.9	6	76					
Math Computation	27	164.0	2.6	7	85					
Math Total	27	167.9	2.8	7	83					
CORE TOTAL	27	166.0	2.6	6	73					
Social Studies										
Science										
Sources of Information										
COMPOSITE										

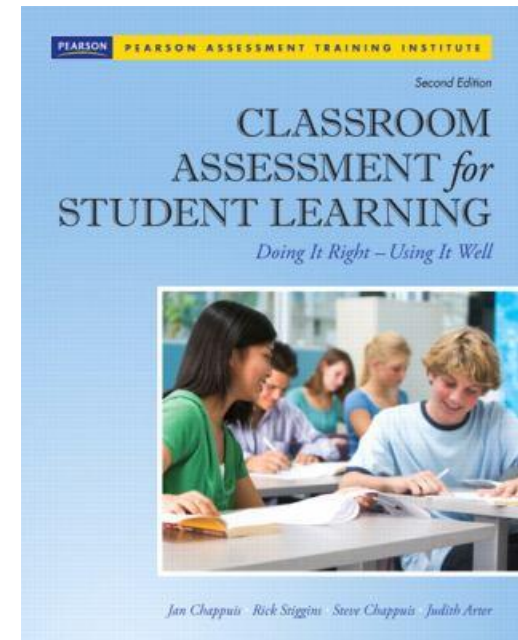
As a teacher, I trained and taught Math Their Way.

- Diagnose
- Design
- Data
- Differentiate

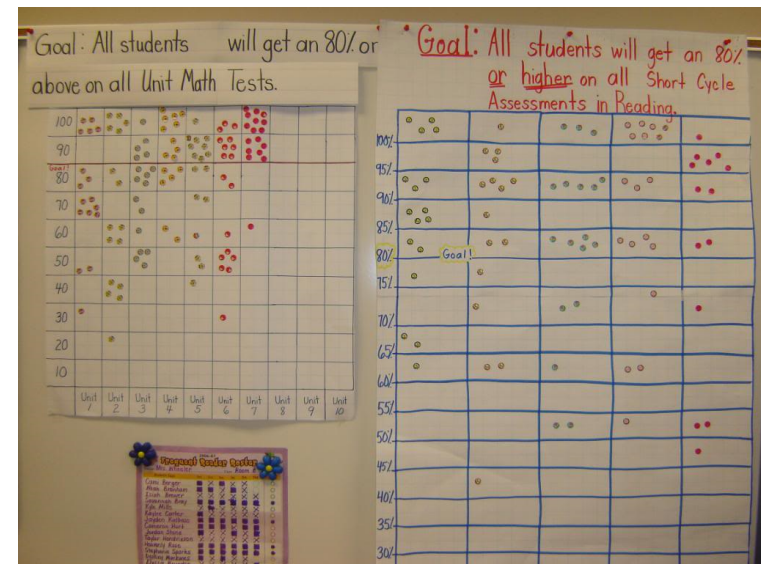


As a principal, I championed the use of multiple of kinds of assessment and data to answer the question: Are they learning?

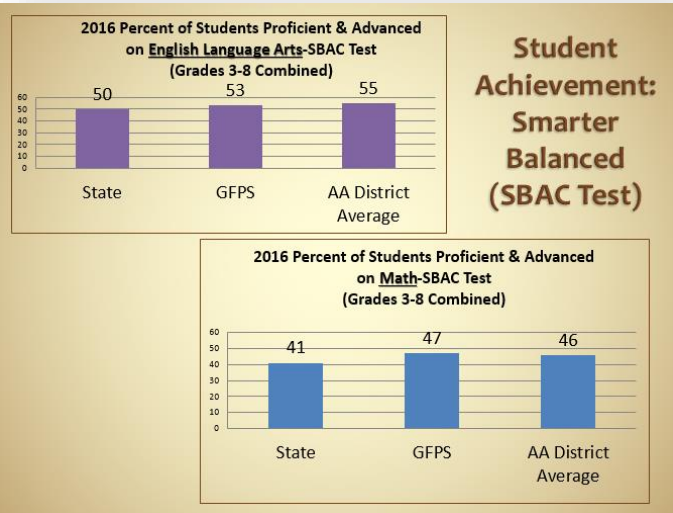
- Stiggins Leadership Institute
- Data on the Wall
- District Assessments and Scantron Results
- Standardized Assessments
 - ITBS, CRT, SBAC
- Report Cards



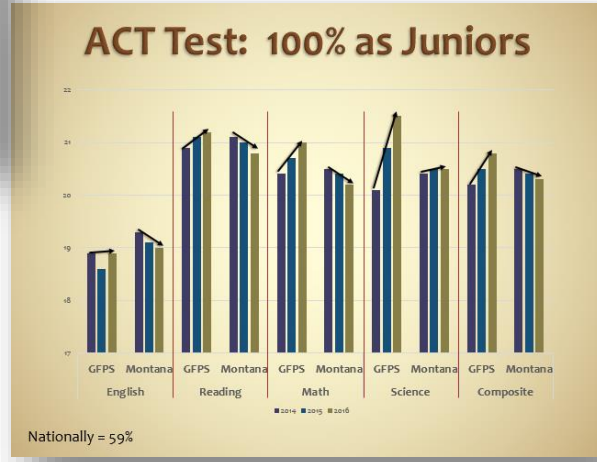
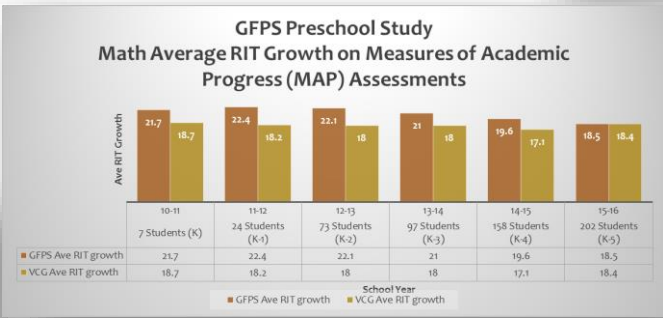
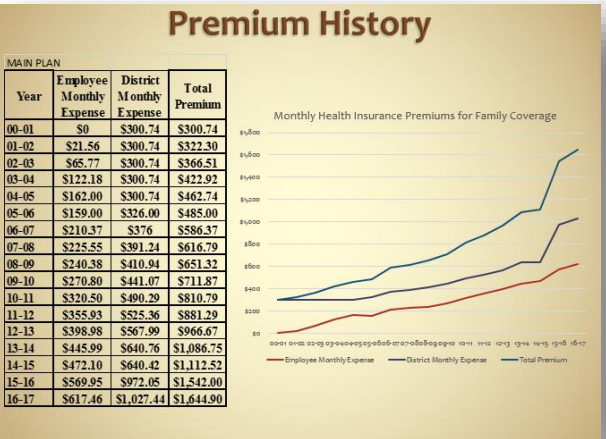
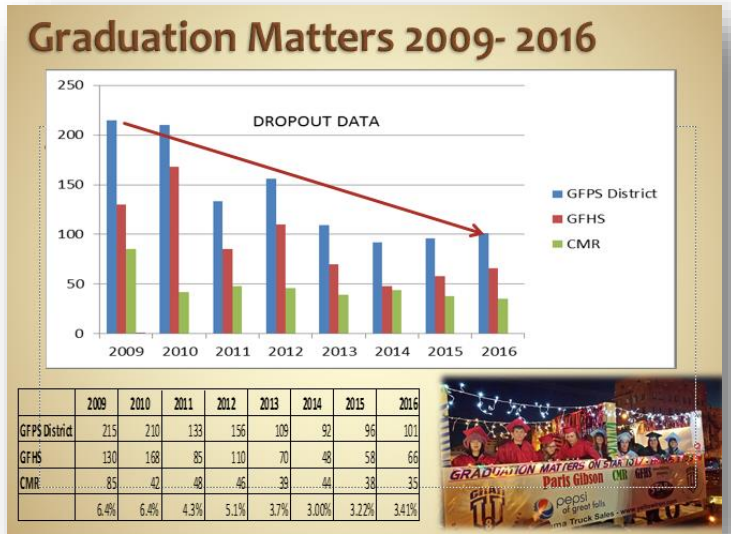
Class Results Report																				
Teacher:			Wilson, Tamara					Class/Period: English and A												
Test:			10 Grade Comprehensiv					# Questions 20												
Test Date:			08/16/2011					Max Subjective: 100												
Class Average			103.8		86.5%															
Highest Score			117		97.5%															
Lowest Score			90		75.0%		Test Source File: 3F104010.1TD													



As a superintendent, I need data to ensure we are making progress on our strategic plan goals.



- **Goal #1: Student Achievement**
- **Goal #2: Stewardship and Accountability**
- **Goal #3: Safe, Secure and Healthy Schools**



My experiences have lead me to believe the following:

- Public education should not be afraid of accountability. In fact, we should embrace it because it proves our good work.
- All kinds and types of measurements are necessary.
 - One-size-fits-all and high stakes are dangerous approaches.
- The use of data to compare unlike things can be misleading.
- Goal setting is essential. And so is figuring out how to measure them if you are making progress towards them. Baseline data is important.
- Data is an essential component of personalization and customization of the learning process.
- Our attitude towards assessment has an effect on the results. Our approach matters.
- When data collection is relevant and purposeful it can make a difference.
- Data tell stories. We need to tell our stories better and more often.

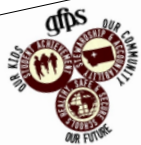
Two years ago I wrote this about staying the course with the SBAC testing despite difficulties:

- We have continuously said that annual testing is important to us as a district so we can know that our curriculum and instructional practices are working. We embrace accountability and look forward to the data we will receive. I'm nervous that backing out now because things are a little tough will dilute our message.
- We expected glitches. This is a new frontier for our nation and our state. Just like any new technology roll-out (i.e. Powerschool, iVisions, the ACA at a national level), there are stops and starts and glitches. We pride ourselves as being flexible and nimble as an organization and we can be so in this case just like in any other.
- The 100% level to make AYP is still in effect. We are NOT going to make AYP anyway. There is no risk. We have also been messaging that we will no doubt have fewer students proficient and advanced than we've had in the past. We started at low levels with CRT and made huge gains over time. With a new test, new curriculum, new materials...why would we expect anything different with this fresh start? We are looking at this year as baseline information from which we will grow and improve. We need the baseline data.
- If as a state and as a group of states that are using Smarter Balance to facilitate our testing just throw up our hands, how is Smarter Balance going to work to fix it? They need all of us testing at the same time to determine the limits of the servers (or whatever the problem is) and to address what the limits give. If we back out, I'm afraid next year will not run smoothly either.

GFPS fully uses the “Data for Achievement” money in our funding formula to improve student learning through customized learning plans...



GREAT FALLS PUBLIC SCHOOLS Legislative Priorities 2015



VISION: All kids engaged in learning today...for life tomorrow.

STRATEGIC PLAN GOALS:

- Increase student achievement for all students while closing the achievement gap.
- Provide prudent stewardship and accountability of public resources to best support educational opportunity and student success.
- Provide all students a healthy, safe, and secure school environment in which to learn.

MORE INFORMATION ABOUT GREAT FALLS PUBLIC SCHOOLS:
<http://www.gfps.k12.mt.us/content/about-us>

PLEASE HELP GFPS ADDRESS THE ACHIEVEMENT GAP:
 ○ A focus on instruction of the knowledge and essential skills that all students need for college and career readiness.
 ○ A continued focus on customized learning and intervention systems. This relies on accessible student data which the District has addressed via a multi-year contract with Mileposts. Continued funding of the Data for Achievement payment as provided by SB175 is essential for GFPS to continue this effort.

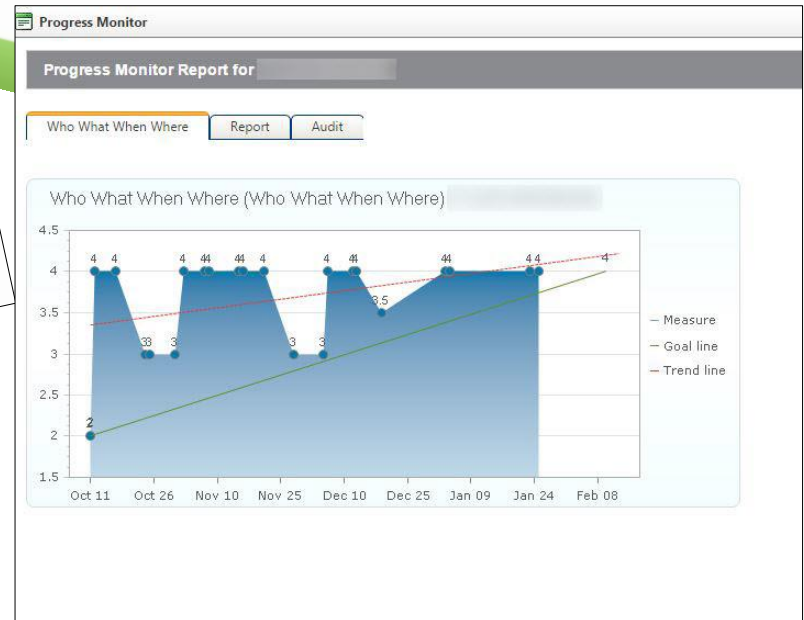
○ An expansion of the current pre-school opportunities with an emphasis on kindergarten readiness. Addressing this opportunity gap for our youngest citizen requires additional resources. The Governor's Early Edge proposal would provide funding to address this opportunity gap in Great Falls.
 ○ Continued focus on attendance and other Graduation Matters initiatives in conjunction with community-based agencies like United Way. An increase in the compulsory attendance age from 16 to 18 would greatly enhance our efforts towards our goal of a 92% high school completion rate.

PLEASE HELP GFPS BE GOOD STEWARDS OF PUBLIC RESOURCES BY ENHANCING EDUCATIONAL OPPORTUNITIES FOR PUBLIC SCHOOL STUDENTS:


- An understanding that not all students learn at the same rate and in the same timeframes. That means that sometimes students need to stay in high school past age 18. Additional funding for 19 year olds would allow GFPS to ensure additional educational opportunity to those students

Great Falls Schools MILEPOSTS

"Data drives learning in Great Falls. We gather and analyze crucial information to create learning plans for our students. These Customized Learning Plans follow the student beginning in elementary school through their secondary years to graduation. Before Mileposts, the data lived in different silos, on different servers, and in paper files throughout the district. We had no effective and consistent way to share information, collaborate on student plans or effectively track and analyze the data over time. With Mileposts, we create a student eFile for every child with all their learning information right at our educators' fingertips. This empowers our teachers, gives them more time to teach and effectively collaborate to provide the best learning experience for every student. Mileposts is the one stop shop for our school district."
Ruth Uecker, Assistant Superintendent, K-6, Great Falls Schools, Great Falls, MT



I explain to parents that looking at one standardized test score to judge the quality of that school is not a fair or useful comparison.



If you are, I have some ideas for how you can help.
How you can lead us there.

First of all, can we please stop judging students, schools and teachers by their test scores? Sometimes, I have the pleasure of helping our local hospital try to recruit doctors. I often meet with their spouses as they try to decide if our town is a good fit for them. Do you know what the first question almost always is: which of your schools has the best test scores and how do they compare to X? Before he/she asks about programs we offer, about our curriculum, about how many students are in our classrooms, about a myriad of other things that define quality education, they ask about test scores. How would you like to be judged by how much you weigh on a certain week of the year? My dad always told me, you don't fatten the calf by weighing it. You fatten it by nurturing it. Kids are the same. Test scores

We must work to make sure that there is a broad understanding of the different kinds of assessments and the purposes of those assessments.



Tammy Lacey @TammyLLacey · Jan 18

My Parent Advisory Panel being briefed on student assessment: the why and how of measuring student learning. #gfps



1



3



Which brings me to the main topics I want to discuss:

- How can we engage parents more in the process of assessment?
- Besides improving student learning, what are the explicit and implicit purposes of assessment?
- How much time should we be spending on assessment?
- Principles of assessment

Parent Engagement

-----Original Message-----

From: Mark

Sent: Friday, January 06, 2017 3:05 PM

To: Superintendent mailbox

Subject: Semester Assessment Schedule

I received a Semester Assessment Schedule in the mail today. It may have made some sense to the person who made it but it makes absolutely no sense to me. Perhaps if it was written in plain english it might have helped. By assessment do you mean test. If so why not say that. Also trying to look at times am I to gather that students will be getting out of school early all week because it appears there is only one day they stay until normal release time. I look at the school district schedule and it only shows early release on Friday the 20th. What gives? Any light you could shed on this would certainly help.

I would have sent this to the CMR principle also except when I tries to find his email address on the school district and school website I could not find it.

Mark

This email has been checked for viruses by Avast antivirus software.

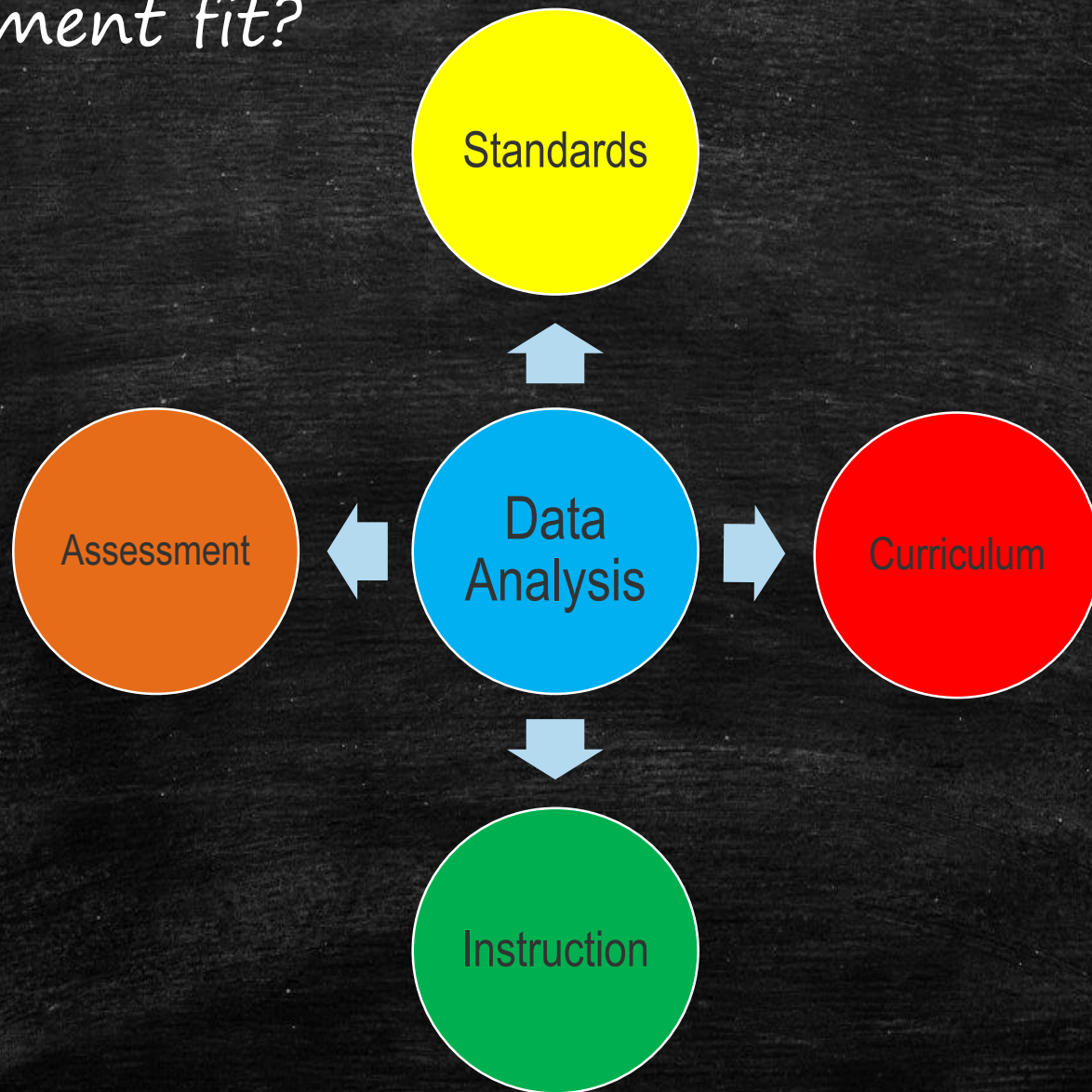
<https://www.avast.com/antivirus>

ASSESSMENT 101 FOR PARENTS!

Objectives:

- Teaching, learning and assessment
- Purposes of assessment
- Types of assessment and examples
- Who takes what and when
- Using the data

Where does
assessment fit?



MAJOR PURPOSES OF ASSESSMENT

✓ Improve the Learning Process

- ✓ Improve student learning and teacher instruction in response to information gathered

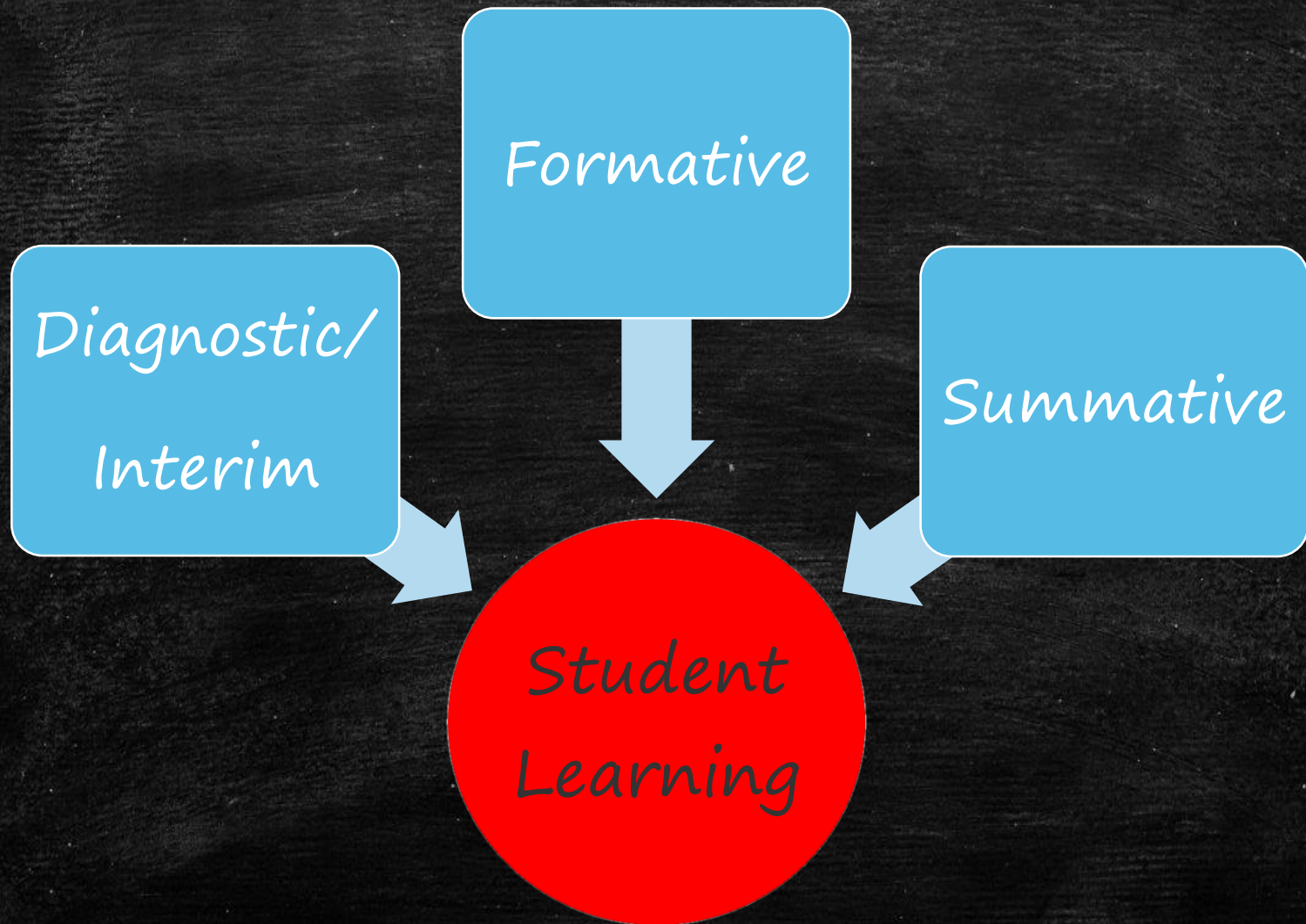


✓ Improve the System



- ✓ District curriculum and assessment review process
- ✓ Support of teachers through professional development
- ✓ School wide planning
- ✓ Parent and family involvement
- ✓ Inform the public on student achievement

Types of Assessment



Diagnostic/Interim

- ✓ Assess student strengths, weaknesses, knowledge and skills prior to instruction
- ✓ Used as a baseline to monitor student performance at periodic intervals
- ✓ Assessment to prepare for learning: teacher uses the information to plan learning opportunities for individual and groups of students.

DIBELS, MAPS,
ISIP, SMI

Examples:

- Pretests
- Computer adaptive benchmark assessments

Diagnostic/Interim Test Examples and Specifics:

DIBELS- Dynamic Indicators of Basic Early Literacy Skills (Reading)

MAPS- Measures of Academic Progress (Reading and Math)

ISIP- iStation's Indicators of Progress (Reading)

SMI- Scholastic Math Inventory

- ✓ Computer adaptive assessments which produce a score that is an indicator of student performance and/or ability on a set of skills specific to subject area
(Below- At- Above Grade Level) (Intensive- Strategic-Benchmark-Advanced)
(Below Basic- Basic- Proficient- Advanced) (Tier 3- Tier2- Tier 1)
- ✓ Scores used to form intervention groups and adjust individualized instruction to improve student learning (acceleration or remediation)

Formative

"WHEN TEACHERS DO
FORMATIVE ASSESSMENT
EFFECTIVELY, STUDENTS
LEARN AT ROUGHLY
DOUBLE THE RATE THAN
THEY DO WITHOUT IT."

DYLAN WILIAM



Classroom-based
informal assessments

- ✓ Assess student performance during the learning process
- ✓ Mostly informal
- ✓ Occurs frequently throughout instruction
- ✓ Helps teacher make decisions about teaching
- ✓ Assessment for learning: teacher uses inferences about student progress to adjust teaching
- ✓ Assessment as learning: students reflect on and monitor their progress to inform future learning goals

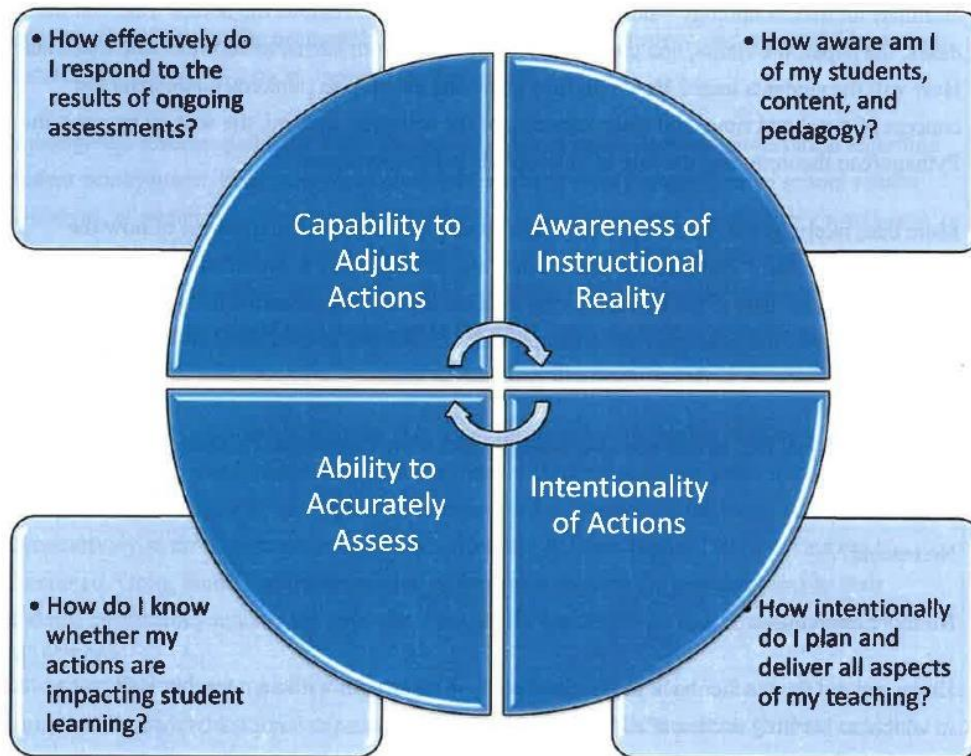
Examples:

- 3-2-1
- exit slips
- parking lot
- learning logs
- four corners
- think-pair- share
- quick writes
- web or concept map
- sentence frames
- 1 ?/1 comment
- quizzes
- bell ringers
- Plickers
- Clickers
- Socrative
- Kahoot
- Google forms

" If you want to appear accountable,
test your students;
If you want to improve schools, teach
teachers to assess their students;
If you want to maximize learning,
teach students to assess themselves."

- Stiggins, 1993

The Reflective Cycle



Source: Hall/Simeral, *Building Your Capacity for Success* (ASCD, 2015)

Summative

- ✓ Assess student learning at the end of instruction
- ✓ What students now know and are able to do
- ✓ Usually in a formal format
- ✓ Assessment of learning: teacher uses evidence of student learning to make judgements on student achievement against goals and standards.

Examples:

- chapter tests
- unit tests
- portfolios
- mid-terms
- finals

Common Content Assessments,
NAEP, CRT-Science, SBAC, ACT

Summative Test Examples and Specifics:

Common Content Assessments- performance and objective (all content areas) **ONGOING**

NAEP- National Assessment of Educational Progress (Reading and Math) **SPRING**

CRT-Science- Criterion Reference Test (Science) **SPRING**

ACT- American College Testing (English, Math, Reading, Science Readiness, Writing) **SPRING**

SBAC- Smarter Balanced Assessment Consortium- (MontCAS) (Reading and Math) **SPRING**

Computer adaptive assessment which produces a score that is an indicator of student performance and/or ability on a set of skills specific to subject area
(Novice-Nearing Proficient- Proficient and Advanced)

District Unit and Chapter Assessments – Used to measure learning, used to reteach or remediate, usually entered for grading

✓ All are used as a measure of accountability and program effectiveness

Who takes which assessment and when?

▪ Elementary (Gr. K-6)

- K-6 MAPS Reading/Math 3 x/year
- District Common Content Assessments (ELA, Math, Science, Social Studies, Library, HE/PE) ONGOING
- SBAC (Gr.3-6) SPRING
- CRT-Science (Gr.4) SPRING
- NAEP (Gr.4) Every other year if selected

▪ Secondary (Gr. 7-12)

- ISIP (Reading), SMI (Math) 2x/year
- District Common Content Assessments (ELA, Math, Science, Social Studies, HE/PE and elective courses) ONGOING
- SBAC (Gr. 7-8) SPRING
- CRT-Science (Gr. 8 and 10) SPRING
- ACT(Gr. 11) SPRING
- NAEP (Gr. 8 and 10) Every other year if selected

How is the data used?

Teachers and Families



Building/District

Pyramid of Accountability

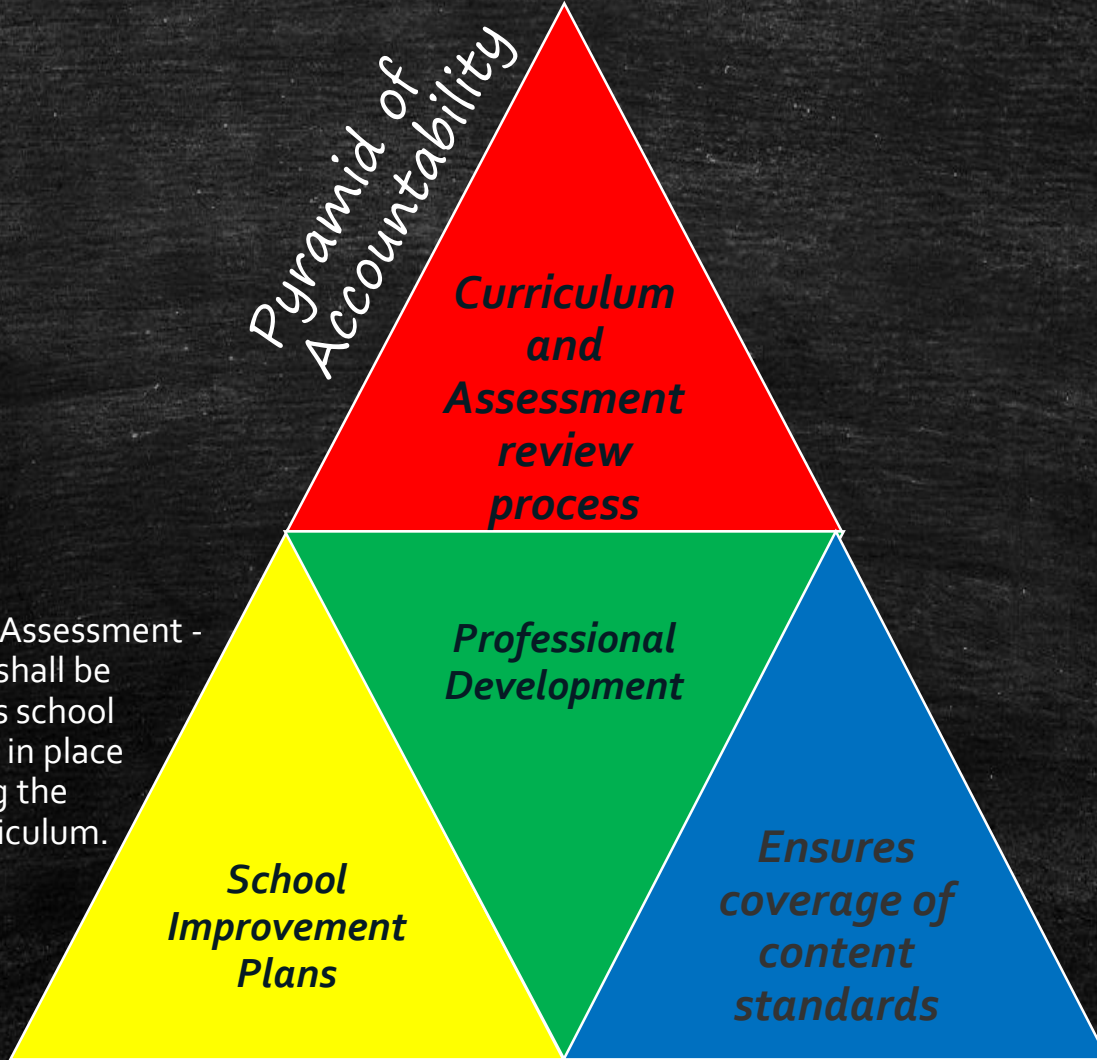
**Curriculum
and
Assessment
review
process**

**Professional
Development**

**School
Improvement
Plans**

**Ensures
coverage of
content
standards**

10.55.603 Curriculum and Assessment -
5(a) The assessment plan shall be
included in the continuous school
improvement plan and be in place
within two years following the
development of local curriculum.



- How can we engage parents more in the process of assessment?
 - Parent workshops
 - Students Train the Parents
 - Parent/Teacher Conferences
 - Back-to-School Nights
 - Open Houses
 - What else?
- How can we proactively communicate with parents to avoid opt-outs so we can get the data we need for teaching and learning?

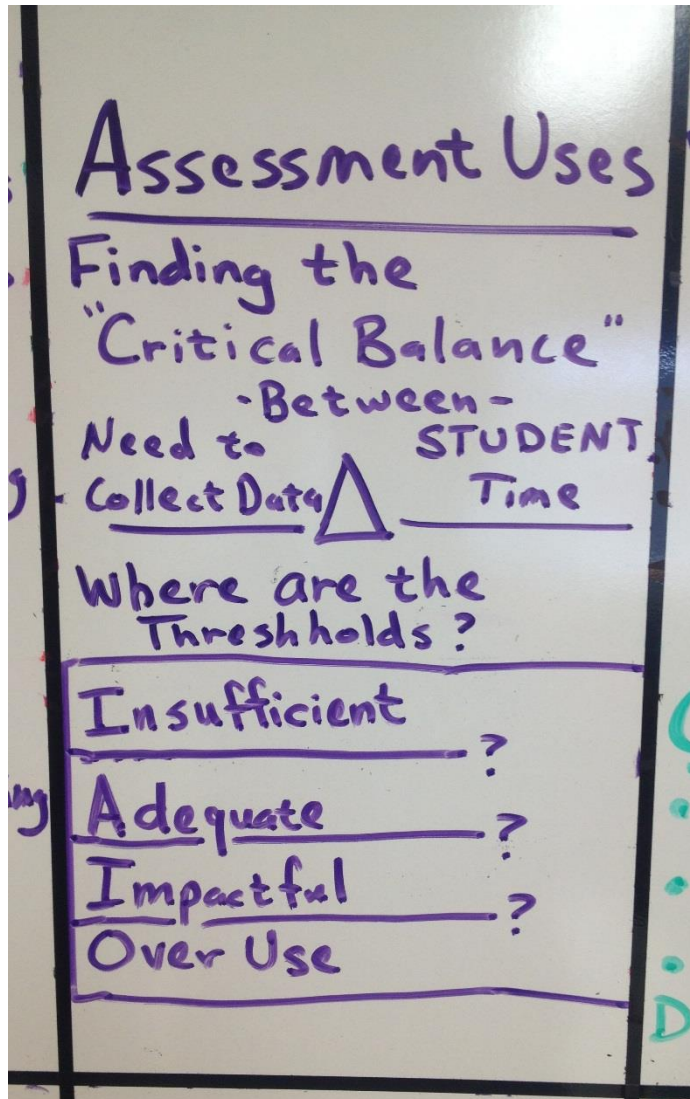
Besides the purpose to improve student learning, there are many explicit and implicit uses of assessments. How important are they?



Be part of the conversation. Take this survey GFPS is doing for some action research about assessment:

<http://svy.mk/2jqh44S>

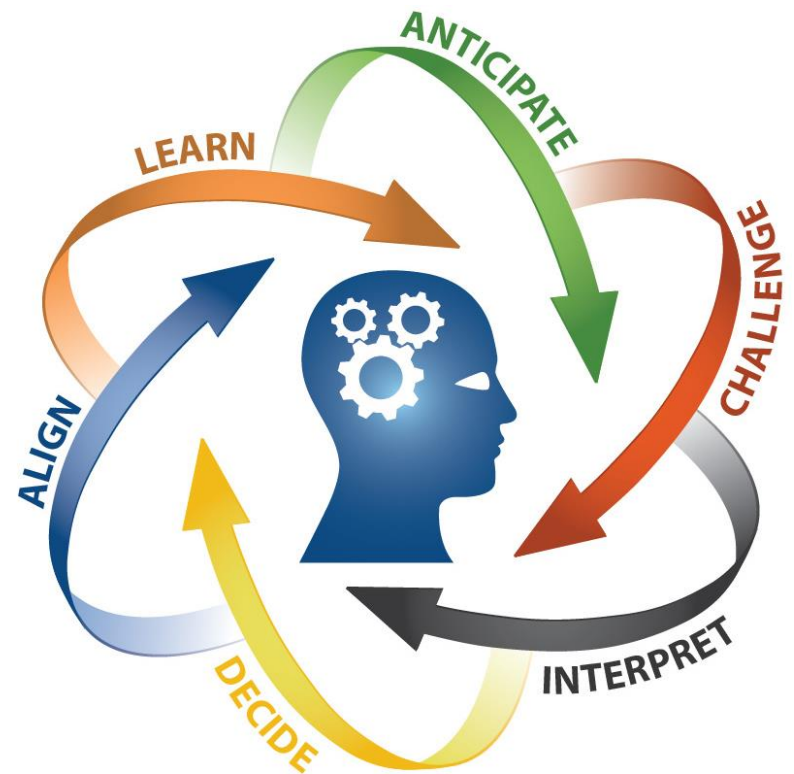
How much time should we be spending on assessment?



- In October 2015, President Obama released suggested guidelines that students spend no more than 2% of their time on standardized testing. 2% of 180 days is 3.6 days or about 23 hours.
- How do we find the critical balance between *the need to collect data of all types* and *student learning time*?
- Four categories of time use have emerged in the research: In sum, is the amount of assessment...
 - Insufficient
 - Adequate
 - Impactful
 - Excessive

What's the future of assessment going to be?

- Talk to your neighbor...
- ESSA
 - Assessment of the whole child
 - Multiple assessments
 - Growth models
- Common Sense
- Confidence
- Hope



I HOPE the assessments in my schools and yours follow these sound principles of assessment...

- *The primary purpose of assessment is to improve student learning.*
 - *Measure what matters most.*
- *Good assessment requires clarity around purpose, goals, standards and criteria.*
- *Assessment should measure attainment and growth towards those goals, standards and criteria.*
- *Assessment should be based on an understanding of how students learn, think and feel.*
 - *The learning process is complex. Assessment should reflect that learning is multidimensional, integrated and revealed in student performance over time.*
- *Assessment should be an integral component of course design and not something to add afterwards.*
- *Good assessment provides useful information to report credibly to parents on student achievement.*
 - *Sound evidence of what students know and can do as well as strengths and weaknesses.*
 - *Shared with the student and parents in meaningful ways.*
- *Good assessment requires a variety of measures.*
 - *No single assessment can tell us everything we need to know to support student learning.*
 - *The kind of assessment chosen needs to match the specific information we seek.*
- *Assessment methods used should be valid, reliable and consistent.*
 - *Objective*
 - *Meaningful understanding of the judgements that are made because of the assessments.*
- *Assessment requires attention to outcomes and processes.*
 - *Not just a focus on the score, grade or attainment.*
 - *Focus on the preparation, effort and situational factors that produced the outcomes.*
- *Assessment works best when it is ongoing rather than episodic.*
 - *Progress monitoring.*
 - *Growth.*
- *Assessment for improved performance involves feedback and reflection.*
 - *Allows for the teacher and the student to prepare for learning.*
 - *Allows for thinking about preparation, effort and outcomes.*

You matter! Your work matters! Thank you
for what you do and how you do it!

*"Nearly all of the assessment
events that take place in
students' lives happen at the
behest of their teachers."*

[Rick Stiggins]



CHILDREN
ARE THE WORLD'S
MOST VALUABLE RESOURCE AND
ITS BEST HOPE FOR
THE FUTURE

John F. Kennedy

celebquote.com